

CTE - Individual Development and Family Studies

Curriculum Map	Unit 1- Development Through Life Perspective (mirror)	Unit 2- Prenatal through Infancy (Window)	Unit 3- Childhood (Window)	Unit 4- Adolescence (Mirror)	Unit 5- Adulthood (Sliding Door)	Unit 6- Elderhood, Very Old Age and Death (Sliding Door)
Number of Days	12	18	12	18	12	12
Conceptual Themes/Questions	How would you describe the relationship between identity development and cultural values? Theories of development help us understand ourselves and our relationships. Family and individual development are reciprocal.	How do you define “parental obligation” and “parental opportunity”? Why? Quality and circumstances of prenatal and infant care are critical to development at all ages.	What is the nature of the relationship between external factors and the development of self-concept? Why do you think so? External factors such as ability, socioeconomics and family relationships impact the development of self-concept.	How does adolescence help shape the answer to the question, “Who am I?” During adolescence, an individual experiences dramatic physical, cognitive, and emotional changes in the process of becoming an autonomous, self-identified adult.	How do adults determine which relationships to develop, nurture, and prune away? During adulthood, one is responsible for themselves as well as others; decisions made during this stage (such as career, marriage and parenting) significantly impact the development of the individual and	What do people do during their lifetimes to leave a legacy after they die? Death is an inevitable part of life, though bereavement and grief processes may look different based on different cultural, personal and social factors. We become more diverse as we age, depending on life

			Gender and self-concept are linked.	Family relationships, cultural experiences, peers, and political, or global events can influence, and even inhibit, the successful development of self-identity.	family. Adults need social networks and strong intimate relationships to serve as support systems For their health and well-being.	experiences and development. All humans have value and impact on others, throughout and beyond their lifespan.
Essential Question Aligned with standards for the unit. (1 per standard)	What different frames (lenses) can you use to analyze aspects of human growth and development? How does analyzing understanding of theories of individual and family development help us understand	How might parents, caregivers and families help ensure the health and well-being of a fetus/infant? When do parental obligations begin? How are parental obligations determined?	Why does a child living in poverty enter school less prepared than a child from a middle-class home? Can a child who is developmentally delayed or deprived of basic needs, for any reason, still have a healthy self-concept? How do you know?	In a culture where we are bombarded with ideas and images of “what we should be,” how does one form an identity that remains true and authentic for her/himself? How are adolescent problems interrelated? To what extent are our behaviors	What turning points determine our individual pathways to, and throughout, adulthood? How is adulthood the “sandwich generation?” What is the balance between maximum impact and role strain in adulthood?	Why do you think people experience different attitudes toward death based on their stage in the lifespan? How do people prepare for death (of self or loved ones)? What makes you say that?

	ourselves and others? How does understanding your own development lead to personal growth?		In which ways do environmental factors shape our identity development?	linked to self-concept?		
Priority CTE Standards *These standards are covered regularly, frequently and are assessed	National Standards for Family and Consumer Sciences Education: 12.1 Analyze principles of human growth and development across the lifespan 12.2 Analyze conditions that influence human growth and development 12.3 Analyze strategies that promote growth and development across the lifespan. 6.1 Analyze the effects of family as a system on individuals and society. 6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individuals and families. 7.1 Analyze career paths within family and human services Connecticut CT Performance Standards and Competencies: A. Family and Consumer Sciences Skills: Develop a common core of skills related to Family and Consumer Sciences Education. B3. Analyze physical, emotional, social, moral, and intellectual development.					
Supporting CTE Standards specific to the unit	12.1.2 Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.	15.1 Analyze roles and responsibilities of parenting. F19. Assess the possible impacts of abuse and neglect on	B4. Interpret interrelationships among physical, emotional, social, and intellectual aspects of human growth and development during childhood.	12.2.4 Analyze the influences of life events on individuals' physical, emotional, social, moral and cognitive development.	E13. Summarize expectations and responsibilities of the family unit. G22. Analyze the benefits of community resources and	12.1.3 Analyze current and emerging research about human growth and development, including but not limited to brain development

	12.1.3 Analyze current and emerging research about human growth and development, including but not limited to brain development research.	children and families	C7. Compare the effects of gender, ethnicity, and culture on individual development during childhood.	12.2.5 Analyze geographic, political, and global influences on human growth and development.	support systems for individuals and families.	research. C8. Analyze the effects of life events on an individual's physical and emotional development.
Supporting CCSS* *These standards are covered regularly and frequently.	WHST.11-12.1. Write arguments focused on discipline-specific content SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively					
Unit-Based Objectives (these will correspond to the assessed standards)	Discuss the interaction of genetic and environmental influences on individual development including the interaction of biological systems,societal	Describe unique characteristics of a neonate and explain how these can influence the responses of caregivers and other individuals Discuss the interaction of	Summarize the developmental tasks of early childhood Discuss the psychosocial crisis, central process for resolving the crisis and the resultant	Discuss individuation, its relation to autonomy in adolescence, as well as the identify indicators of individuation and outcomes of this process	Analyze the process of forming intimate relationships, including identifying and committing to a long-term relationship	Discuss bereavement, grief, and mourning from multiple perspectives. Examine how individuals in later life redirect energy to new roles and activities that come

	systems and psychological systems. Explain the 8 major theories of development and how they guide research in the study of human development Develop a personal theory of human development that is supported by at least 3 generally accepted theories of human development.	genetic and environmental influences on individual development. Analyze the reciprocity between the pregnant woman and the developing fetus, focusing on ways in which pregnancy affects the expectant parents and on how the context surrounding the pregnancy can impact fetal development and infant well-being following birth Evaluate the critical roles parents and caregivers play in fostering the well-being and cognitive/physical	ego quality or core pathology. Examine the impact of external factors (i.e. poverty, disability, cultural norms) on development in early childhood	Describe the evolution of relationships with peers during adolescence and the impact these relationships as well as those with parents have on individual development Summarize how aspects of gender identity are revised and expanded during adolescence Analyze processes for decision-making including influential factors of education and gender socialization	Describe the factors associated with the decision to have children and the impact of child-rearing on the parental relationship Describe the expansion of caring in middle adulthood as it applies to two specific roles: parent and caregiver to adult parents Examine the process of maintaining a vital intimate relationship in middle adulthood, especially a commitment to growth, effective communication and creative use of conflict.	with many transitions encountered in this stage.
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		/ social-emotional development of infants.			Explore the constructs of life satisfaction in later adulthood and factors associated with subjective well-being Examine the process of redirecting energy to new roles and activities with special focus on role gain (i.e. grandparenthood) and role loss (i.e. widowhood).	
Significant Task 1:	Engage in a Continuum Dialogue to learn about each other and discuss beliefs, perspectives and self-identification in the context of development. Engage in note	Read textbook Chapter 4 and additional assigned texts. Independently read 2 case studies and conduct an analysis using the Case Analysis questions;	Read textbook Chapter 6 and additional assigned texts. Independently read 2 case studies and apply a psychosocial analysis using the Case Analysis questions;	Read textbook Chapter 9 and additional assigned texts. Independently read 2 case studies and apply a psychosocial analysis using the Case Analysis	Read textbook Chapter 11 and additional assigned texts. As a class, read a 3-part case study; in small groups, conduct an analysis using the Case Analysis questions; Group discusses	Read textbook Chapter 14 Interview an eldercare professional and participate in activities from the perspective of the elderly.

	taking lesson. Read course textbook Chapter 1 and other assigned articles, and one self-selected source. Produce an essay which applies a systems approach to development using evidence from all texts, and incorporate personal and cultural life experiences to demonstrate understanding	Discuss analyses as a group, and reflect on the cases through the lens of systems theory. Interview a Labor and Delivery Registered Nurse and write a reflection based on her/his career and responsibilities regarding the health of both the mother and baby. Develop a plan for a family to follow which will increase the chances of a baby being born healthy.	Discuss analyses as a group. Conduct research on a specific disability and explain its impact on developmental tasks; Design a play environment that would enhance locomotor, fantasy and self-control skills of children with this disability.	questions; Discuss analyses as a group, through the lens of gender expectations. Write a brief reflection on new knowledge and understanding about physical and emotional maturation during early adolescence.	analyses as a class, and reflects on the cases through the lens of systems theory. Create and present an interactive presentation (choose from menu) of the process of forming intimate relationships and making the decision to marry for individuals of a specific culture; demonstrating an understanding of the psychosocial influences on these processes.	Select one “Critical Thinking” activity and demonstrate your understanding by answering one question in a one-page response. Share your responses in small groups and provide peer feedback Gallery Walk; View images and brief bios of elderly people; use knowledge of the stage of very old age to determine developmental factors and influences in the lives of individuals pictured.
Significant Task 2:	Independently read 2 case studies and conduct an	Read textbook Chapter 5 and additional assigned texts.	Read textbook Chapters 7 and 8 and additional assigned texts	Read “Warriors Don’t Cry” by Melba Pattillo Beals	Read textbook Chapter 12.	Engage in a Circle of Viewpoints and gallery walk to identify and

	analysis using the Case Analysis questions; Discuss analyses as a group, and reflect on the cases through the lens of culture. Interview a professional whose career centers around a psychosocial approach to development. Write a reflection that demonstrates understanding of the professional's real-world application of theoretical principles in their work.	Independently read 2 case studies and conduct an analysis using the Case Analysis questions; Discuss analyses as a group, and reflect on the cases through the lens of systems and psychosocial theory. Using knowledge gained from readings, create a visual guide for parents of development milestones in the first 24 months of life.	With a partner, read 2 case studies and collaborate to apply a psychosocial analysis using the Case Analysis questions; Discuss analyses as a group. Create a digital presentation to explain the influence of culture on, self-concept, self-efficacy and moral development.	Engage in small group and class book discussions; select a significant passage to share and discuss. Conduct research on an accomplished/famous adolescent who has faced adversity. Present a biographical essay on his or her life, making comparisons to Beals' experience and considering the key aspects of adolescent development	View 2 videos-program episode about generativity vs. stagnation; documentary about middle adulthood caring experience As a class, develop a list of interview questions for teachers related to the psychosocial crisis of generativity vs. stagnation. Each student will interview 2 people in middle adulthood. Assess responses to measure generativity and stagnation and observe trends. Discuss findings as a whole class.	respond to multiple perspectives of death, dying and bereavement apparent in a series of primary sources (text passages and images) Interview a panel of Hospice Care professionals and family members* Conduct research and create a presentation demonstrating your understanding of death, dying and bereavement at varying stages of human development.
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Significant Task 3:	Read Chapters 2 and 3 and additional assigned texts and case studies Examine and compare theories* in a written reflection. Create a Radius of significant relationships (Erickson) or discuss Systems Theory including Bronfenbrenner's Ecological Systems Theory and Family Systems Theory in the context of a current event. Debate the value of the three theories, providing support and justification for their use in understanding	Engage in a Circle of Viewpoints to identify multiple perspectives of Pregnancy, Childbirth and parenting an infant apparent in a primary source (image) Choose one identity group discussed in the Circle of Viewpoints, Conduct and conduct research on their cultural perspectives and influences. Discuss findings in writing. Share findings in small groups and respond to the work of peers.	Engage in a Circle of Viewpoints to identify multiple perspectives of the Impact of poverty on development apparent in a primary source (poverty rates graph) View video on children's and families' experience of poverty Conduct research on the effects of poverty on children with regard to nutrition, healthcare, housing, and parent-child interactions. Discuss your findings and make recommendations for support to mitigate negative	Read textbook Chapter 10 and additional assigned texts. As a class, read a case study; conduct a group analysis, facilitated by a student, using the Case Analysis questions and reflect on the case through the lens of the psychosocial crisis of late adolescence. As a class, create and conduct a survey for recent high school graduates on individual identity and turning points in decision-making, and the impact of decisions on emotional and	Read and textbook Chapter 13 and additional assigned texts. Review several websites for older adults, and analyze them for design and content with respect to developmental tasks and the psychosocial crisis of integrity vs. despair. Present information as an annotated bibliography.	Read textbook Chapter 15 and "The Last Lecture" by Randy Pausch. Produce a brief analysis of "The Last Lecture" using a psychosocial approach. Independently read 2 case studies and apply a psychosocial analysis using the Case Analysis questions; Discuss analyses as a group.
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	human development.		impact. Include elements of what you have learned about development throughout the unit.	physical well-being. Produce an analysis and interpretation of data, making connections to understanding of later adolescence.		
Key Vocabulary terms and strategies to develop content literacy	Systems: Biological, Societal psychological psychosocial culture developmental stage developmental tasks Psychosocial crisis central process core pathologies prime adaptive ego	doula midwife Adoption embryo epigenetics plasticity attachment caregiving	autonomy self-control Empathy self-efficacy Inferiority metacognition	identity gender identity egocentrism depression internalized morality	lifestyle social role Marriage divorce intimacy isolation role overload discrimination wisdom reminiscence	immortality social support optimal functioning good death grief bereavement hospice advanced directive living will will durable power of attorney
Career Connected experiences *This may be career	Guest speaker Interview skills Volunteer work	Guest speaker Interview skills Volunteer work	Guest Speaker Internships/Journal	Survey data analysis Interview	Digital presentation platforms	Digital presentation platforms

exploration (guest speakers, field trips, etc.), skill building (resume writing, interview skills, etc) or work experiences (simulated or projects that include a client)	Internships/Journal	Digital presentation platforms Internships/Journal		Guest Speaker Internships/Journal	Guest Speaker Internships/Journal	Guest Speaker Internships/Journal
Unit Formative Assessments Strategies for assessing progress toward key objectives throughout the unit?	Group discussions Reflection writing (Rubric) Reading Quizzes: Ch. 1: Development Through Life Perspective Ch.2 Major Theories Ch. 3 Psychosocial Theory	Small and large group discussion Reflection writing Reading Quizzes: Ch. 4 Pregnancy & Prenatal Dev. Ch. 5 Test Infancy	Partner collaboration Small and large group discussion Reflection writing Reading Quizzes : Ch. 6 Early School Age HDFS Ch. 7 Early School Age (4 to 6 Years) Ch. 8 Middle Childhood (6 to 12 Years)	Small and large group discussion, Reading Quizzes: HDFS Ch. 9 Early Adolescence Ch. 10 Later Adolescence Reflection Survey	Small and large group discussions. Interviews Reading Quizzes: Ch. 11 Early Adulthood Ch. 12 Middle Adulthood	Small and large group discussions, “Critical Thinking” Response (Rubrics) Reading Quizzes Ch. 13 Later Adulthood (60 -75 years) Ch. 14 Very Old Age Ch. 15 Death and Dying
Unit Summative Assessment and link to the rubric	Systems Theory Essay (Rubric) Current event essay	Pre-natal Health Plan (Rubric) Developmental Milestones Parent Guide-Digital	Play environment design project (Rubric) Cultural influences- Digital presentation	Adolescence and Adversity Essay (Rubric) Survey data presentation (Rubric)	Interactive presentation-intimate relationships (Rubric) Annotated	“The Last Lecture” essay: psychosocial analysis (Rubric) Death, Dying and

	(Rubric)	presentation (Rubric) Cultural Perspectives essay (Rubric)	(Rubric) Poverty and development research paper (Rubric)		Bibliography of early and middle adulthood resources (Rubric)	Bereavement throughout the lifespan- presentation (Rubric)
Additional Course Requirements	- September through May- UConn Internship Journals: Keep a journal of reflections on internship and guest speaker experiences in the context of course content (following UConn HDFS course requirements) - January through April- Legacy Project: Select an elderly individual to interview. Conduct interviews to learn about their development and experiences throughout the lifespan. Create a scrapbook of the individual's life, and write a personal reflection. (Introduced at start of Unit 5, to be completed and presented in mid-May)					

